DOCUMENT RESUME

ED 233 051 TM 830 488

AUTHOR Meredith [illegible]ana Hutto
TITLE South Carolina's Teacher Certification Testing.
PUB DATE Apr 83
NOTE 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, April 11-15, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Legislation; Program Budgeting; Program Implementation; *State Boards of Education; State Departments of Education; State Programs; *Teacher Certification; *Teacher Evaluation; Testing Programs
IDENTIFIERS National Teacher Examinations; *South Carolina

ABSTRACT

South Carolina's approach to teacher certification testing is presented. The teacher certification program is a combination of National Teacher Examination (NTE) requirements and Act 187 requirements. NTE's have been administered in South Carolina to certify teachers since 1945 and are administered in 45 teaching areas. In August 1979, Act 187 was enacted to provide for a fair and comprehensive program for training, certification, initial employment, and evaluation of public educators. On May 5, 1982, the State Board of Education, rejecting an implementation plan proposed by the Educator Improvement Task Force, issued three recommendations: (1) the State Board should pursue necessary action to provide for the implementation of Act 187; (2) the State Board and the State Department of Education should determine budgetary requirements for program implementation; and (3) the State Board should adopt the recommendations made by the Teacher Recruitment, Training, and Certification Committee in response to the recommendations made by the Educator Improvement Task Force. A discussion follows of the three testing programs (which are the major components of Act 187): Basic Skills Examination in Reading, Writing, and Mathematics; South Carolina Teaching Area Examinations; and the Student Teacher/Provisional Teacher Evaluation Instrument. A copy of Act 187, the Training, Certification, and Evaluation of Public Educators Law, is appended. (PN)

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South Carolina's Teacher Certification Testing

Vana Hutto Meredith
South Carolina Department of Education

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Presented as part of the symposium entitled, "Teacher Evaluation: Four States-Four Approaches", at the Annual American Educational Research Association Meeting, Montreal, Canada, April 11-15, 1983.

South Carolina's Teacher Certification Testing

The teacher certification program as it currently exists in South Carolina is a combination of National Teacher Examination (NTE) requirements and Act 187 requirements. (See attached copy of Act 187, the Training, Certification, and Evaluation of Public Educators Law.) NTE's have been administered in South Carolina to certify teachers since 1945, and NTE's are administered in 45 teaching areas. In 1975, ETS conducted a content validity study for the State of South Carolina using college and university professors from within the state. The NTE's use in South Carolina withstood the court system in 1976. The primary reason for the court success was that the NTE's were being used in South Carolina as cognitive knowledge tests rather than as predictors of success.

In August, 1979, Act 187 was passed into law. The intent of this act was to provide for a fair and comprehensive program for the training, certification, initial employment, and evaluation of public educators in the state of South Carolina. The major assessment components in the law included:

1. the development or selection of a basic skills examination in reading, writing, and mathematics that is suitable for determining whether students should be fully admitted into an undergraduate teacher education program;
2. the development or selection of South Carolina Teaching Area Examinations that can measure the cognitive teaching area competencies desired for initial job assignments in typical elementary and secondary schools in those areas in which National Teacher Examinations are not available; and
3. the development of an observational instrument and a training program for observer reliability to be used by local school districts to evaluate a teacher during his provisional year of teaching and used by colleges and universities to evaluate all student teachers.

The legislation also created a special governmental agency, the Educator Improvement Task Force and its staff, to carry out the legislative requirements. However, the ultimate responsibility of the administration of the tests and implementation of the program was to be that of the State Board of Education and the State Department of Education. The testing programs were to be in full implementation on or before July 1, 1981, and the Educator Improvement Task Force was to terminate on July 1, 1982. In 1981, the Educator Improvement Task Force requested and was granted a one-year extension in the implementation of the testing program. In February, 1982, the Educational Assessment Section of the Office of Research was asked to review the work of the Educator Improvement Task Force and its proposed Plan for Implementation of Act 187. The Educational Assessment Section was to provide a report to the Teacher Recruitment, Training, and Certification Committee of the State Board of Education on the current status and technical soundness of the three testing programs in terms of needed improvements. Both the Educational Assessment staff and the Teacher Recruitment, Training, and Certification (TRTC) Committee of the State Board of Education studied the instruments that had been developed and the legal implications of these instruments for three months. On May 5, 1982, the State Board of Education voted unanimously to reject the implementation plan proposed by the South Carolina Educator Improvement Task Force. The State Board also issued the following three recommendations.

Recommendation I

The State Board should pursue whatever course of action is necessary to provide for a phase-in period to enable the Board and the Department to effect the smooth, systematic, and comprehensive implementation of the Educator Improvement Act (Act 187 of 1979).

Recommendation II

Once final decisions are made about the implementation of Act 187, the State Board and the State Department of Education should review the "Minimum Financial Support Study" to determine budgetary requirements necessary to complete the effective and efficient implementation of the program.

Recommendation III

The State Board should adopt the recommendations made by the TRTC Committee in this report in response to the recommendation made in the Final Report and Plan for Implementation of Act No. 187 by the Educator Improvement Task Force. The Board should seek the support of the Educator Improvement Task Force, Legislature, and the educational community in obtaining a phase-in period which is essential to implementing the intent of the Act.

A Report to the Educator Improvement Task Force on the Final Report and Plan for Implementation of Act No. 187 was submitted to the Educator Improvement Task Force by the South Carolina Board of Education on May 17, 1982. The report addressed the issues of technical quality and legal defensibility of the instruments. The legal defensibility issues were also addressed in terms of attorney general opinions or lack of attorney general opinions. The Educator Improvement Task Force responded to the State Board report on May 24, 1982, with their report, A Review of the Report to the Educator Improvement Task Force on the Final Report and Plan for Implementation of Act No. 187. Additionally, on May 29, 1982, after several meetings between members of the State Board, Educational Assessment staff, the Deputy Superintendent for Administration and Planning, and members of the Educator Improvement Task Force, the Educator Improvement Task Force developed the Revised Plan for Implementation of Act No. 187 of the 1979 Session of the South Carolina General Assembly: The Educator Improvement Task Force Recommendations to the State Board of Education, May, 1982. This plan represented what the Task Force considered to be a compromise between the original

Task Force Plan and the State Board recommendations. This plan was included in the Appropriations Bill in June, 1982, and passed into law without providing the State Board of Education with an opportunity for consideration of the revised plan. Therefore, the Revised Plan and Act 187 was turned over to the State Board of Education on July 1, 1982.

The three testing programs which are the major components of Act 187 and their current status follow.

1. Basic Skills Examination in Reading, Writing, and Mathematics

   The examination is better known as the South Carolina Education Entrance Examination (EEE). The Reading and Mathematics tests are multiple-choice tests while the Writing test consists of a writing prompt to which the student responds with a composition. A student must pass this test to be fully admitted to a teacher education program in any college or university in South Carolina. College and university students are provided three opportunities to pass the examination. Students failing the EEE repeat only those portions (Reading, Writing, or Mathematics) missed. The initial examination is provided free of charge, but students are charged for their second and third attempts. Additionally, reporting forms are sent to each examinee and institution with diagnostic information on weaknesses and strengths; and the institution is responsible for providing consultation to assist the student in improving his performance. The standards recommended by the Task Force were used for the first administration of the Education Entrance Examinations in February, 1983. As required by the Revised Plan for Implementation, the State Board has contracted with PDE for the first year's administration. During 1982-83, the Department was, however, permitted to make only stylistic changes in the items and test booklets. During 1983-84, the Department plans to improve the content validity of the tests, the quality of the test items, and to re-examine the standards for the tests. Initial

preparations for these modifications were embedded in the 1983 field-test items.

2. South Carolina Teaching Area Examinations

These are criterion-referenced examinations in the 14 certification areas that National Teacher Examinations (NTE's) are not available for use or have not been validated in South Carolina. These 14 examinations (Distributive Education; Earth Sciences; German; Health; Latin; Psychology; Special Education with a common portion and five subtests; Speech and Drama; Speech-Language Pathology; and Trades and Industries) were pilot-tested for use in South Carolina during 1981-82. As required by the Revised Plan for Implementation, the State Board contracted with NES to complete the development of these examinations and administer them in December of 1982, as well as in April, 1983. Additionally, South Carolina area committees met in September to review the cultural bias review prepared for the Task Force by Dr. Shirley Brice Heath and to select the test items that would appear on the December form of the test. Standards were recommended by the content committees and were reviewed by the Department. Recommended standards were presented to and approved by the State Board in January, 1983. Students who take these tests receive a diagnostic score report of the results within eight weeks of the test administration. The difference in the fee for taking these tests and the NTE's is paid for by the State. Additionally, these examinations and their standards will be reviewed again during 1983-84 by a group of content specialists and by the State Board of Education. A primary concern of these tests when they were provided to the Department in July and one that currently still exists is the lack of the ability to establish the reliability of the tests given the small number of individuals and lack of

representativeness in the field-test sample. During 1983-84, the Department will examine alternatives in an attempt to either establish reliability of these tests through a cooperative effort with other states or to develop alternate less costly approaches for testing these low incidence areas.

3. Student Teacher/Provisional Teacher Evaluation Instrument

An observational evaluation instrument called the Assessments of Performance in Teaching (APT) was developed by the Educator Improvement Task Force. This instrument was designed to measure minimal competence of beginning teachers and student teachers and was pilot-tested with students in teacher programs and with beginning first-year teachers. The APT entails a show-case approach for student teachers and first-year teachers to demonstrate their teaching skills. The State Department of Education supplies copies of the APT instrument, training manuals, forms, and videotapes for training, as well as training for at least one member of each teacher preparation institution's faculty and for at least one school administrator in each school. The APT instrument was used by school districts with first-year teachers beginning in the fall of 1982; however, no employment decisions are to be made based on the APT until the 1983-84 school year. This year the Department conducted an extensive research project for the purpose of determining if modifications of the instrument, procedures, and standards are needed prior to the implementation of the APT for employment decisions in the 1983-84 school year. Accompanying the Assessments of Performance in Teaching is a training program to insure the reliability of APT observers. This training program is also being examined carefully for any needed revisions. The Department recommended that the State Board establish a standard based on the total instrument rather than have a separate standard for each of the five Performance Dimensions, as recommended by the Educator Improvement

Task Force. The total score approach represents a more technically sound and legally defensible approach and is also consistent with the endorsement of observers in the reliability training program. A committee based approach (a modified Angoff procedure) was used as the basis for the standard that was recommended to and approved by the State Board of Education.

By 1983-84, the program should be fully implemented in South Carolina. However, some of the instruments and the testing procedures still need refinement and improvement. These refinements will be based upon data collected via research studies, empirical data from the tests themselves, and sound psychometric procedures.

The refinements needed in the South Carolina program when the program was turned over to the Department in July, 1982, provides a prime example of why a testing program should be developed under the direction of those individuals who will have the ultimate responsibility for its implementation.

CHAPTER 26 [New]

Training, Certification and Evaluation of Public Educators

SEC.

59-26-10. Intent; guidelines for implementation.
59-26-20. Duties of State Board of Education and Commission on Higher Education.
59-26-30. Special project for development of teacher examinations and evaluation instruments.
59-26-40. Provisional period; annual contract; continuing contract; persons trained outside state, teachers certified under trades and industrial education certification process.
59-26-50. Creation and membership of Educator Improvement Task Force; duties and powers.
59-26-60. Educational Improvement Task Force; appropriation.

§ 59-26-10. Intent; guidelines for implementation.

It is the intent of this chapter to provide for a fair and comprehensive program for the training, certification, initial employment and evaluation of public educators in this State. The following guidelines, which further constitute the intent of this chapter shall be adhered to by all state and local officials, agencies and boards in interpreting and implementing the provisions of this chapter so that the program provided for herein shall:

(a) Upgrade the standards for educators in this State in a fair, professional and reasonable manner.

(b) Assure that prospective teachers have basic reading, mathematics and writing skills.

(c) Improve the educator training programs and the evaluation procedures for those programs.

(d) Insure that prospective teachers know and understand their teaching areas and are given assistance toward the achievement of their potential.

(e) Enable the use of evaluation standards that will aid in determining whether beginning teachers can apply fundamental teaching skills in the classroom.

§ 59-26-20. Duties of State Board of Education and Commission on Higher Education.

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:

(a) Develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State.

(b) Adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators and higher education faculties.

(c) Establish program approval procedures which shall assure that all members of visiting teams to review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams.

(d) Render advice and aid to departments and colleges of education concerning their curricula, program approval standards and results on the examinations provided for in this chapter.

(e) Adopt program approval standards so that beginning with the 1982–83 school year all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These programs approval standards shall include but not be limited to the following:

(1) A student may initially take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than three times.

(3) If a student has not passed the examination, he may be conditionally admitted to a teacher education program. Such admittance shall not exceed one year. If he has not passed the examination within one year of the conditional admittance he shall not be allowed to continue in the teacher education program.

(f) Administer the basic skills examination provided for in this section two times per year.

(g) Report the results of the examination to the colleges, universities and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance.

(h) Adopt program approval standards so that beginning with the 1982–83 school year all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching.

(i) Adopt program approval standards whereby each student teacher shall be evaluated at least three times by a representative of the college or university in which the practice teacher is enrolled. The evaluation instrument to be used shall be the instrument developed for this purpose in compliance with § 59–26–30. All observers who use the evaluation instrument shall receive reliability training. The college or university in which the practice teacher is enrolled shall make available assistance, training and counseling to the student teacher to overcome the identified deficiencies.

(j) Cooperate with the special project and the Educator Improvement Task Force created by this chapter.

§ 59-26-30. Special project for development of teacher examinations and evaluation instruments.

The State Board of Education shall:

(a) Establish a special project under the director who is employed by the Educator Improvment Task Force. Such employees and consultants may be employed by the director as he deems necessary to fulfill the mandates of this chapter. The salary and expenses of the director and other personnel shall be paid out of appropriations for the Department of Education. In considering employment of a director and other personnel, first consideration should be given to persons who have been involved in areas of the testing of teacher and prospective teacher competencies and identification and evaluation of teacher competencies.

(b) Delegate responsibilities to the director that shall include but not be limited to:

(1) Development of selection of a basic skills examination in reading, writing and mathematics that is suitable for determining whether students should be fully admitted into an undergraduate teacher education program. The examination shall be designed so that results can be reported in a form that will provide the colleges, universities and student with specific information about his strengths and weaknesses. Procedures, test questions and information from existing examinations shall be used to the maximum extent in the development of the examination. The examination shall be validated in accordance with current legal requirements. The passing score on the examination shall be set at a level that reflects the degree of competency in the basic skills that, in the judgment of the State Board and Task Force, a prospective school teacher reasonably should be expected to achieve.

(2) Development or selection of South Carolina Teaching Examinations that can measure the cognitive teaching area competencies desired for initial job assignments in typical elementary and secondary schools in this State. The examinations shall contain a minimum amount of common or general knowledge questions. They shall be designed so that results can be reported in a form that will provide a student with specific information about his strengths and weaknesses. Procedures, test questions and information from existing examinations and lists of validated teacher competencies shall be used to the maximum extent in the development of the examinations. An examination that is completely developed by an organization other than the special project may be considered for use as a whole only if the project director and a majority of the members of the Educator Improvement Task Force conclude that the development and maintenance of a specific area test is impractical or would necessitate exorbitant expenses. The examinations shall be validated and ready for use as soon as practical but not later than July 1, 1982. The teaching examinations shall be developed or selected only for those areas in which area examinations of the National Teacher Examinations are not available.

(3) Develop an observational instrument to be used by the local school district to evaluate a teacher during his provisional year of teaching in such form that the results of the evaluation can be used to inform a teacher of his strengths and weaknesses. The instrument shall be validated in accordance with current legal requirements.

(4) Report at least once each month to the Educator Improvement Task Force and provide advice and assistance to the Task Force when it is requested.

(5) Submit all major questions to the Task Force for a decision on each question. When it is impractical to submit a question to the entire Task Force, the director shall consult with the chairman who may provide guidance in the matter.

(6) Develop a training program for observer reliability in using the instrument developed in subsection (b)(3) and develop policies and procedures to insure that all observers who use the instrument have had the reliability training prior to use of the evaluation instrument.

(7) Develop an evaluation instrument to be used by colleges and universities to evaluate all student teachers. The instrument shall be developed on the basis of acceptable criteria for teaching effectiveness. The instrument shall be designed to provide feedback and assistance to the student teacher regarding any identified deficiencies.

(c) Cause the basic skills examination, the teacher evaluation instrument and the teaching examinations to be administered on or before July 1, 1982.

(d) Report the results of the teaching examinations to the student in such form that he will be provided specific information about his strengths and weaknesses. Every effort shall be made to report the results of the area examinations and common examinations to the student in such a form that he will be provided specific information about his strengths and weaknesses.

(e) Report to each teacher training institution in the State the performance of the institution's graduates on the teaching examinations. The report to the institution shall be in a form that will assist the institution in further identifying strengths and weaknesses in its teacher training programs.

(f) Award a teaching certificate to any person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes.

(g)(1) Establish procedures whereby all persons who teach with provisional contracts shall receive special assistance in carrying out their duties.

(2) Establish a staff development program for persons who teach with provisional contracts.

(3) Establish a procedure whereby each provisional teacher shall be evaluated at least three times each by a representative of the

school district. The evaluation instrument to be used shall be the one developed in accordance with this section. All observers who use the instrument shall receive reliability training under the program developed in accordance with this section.

(h) Establish criteria for an acceptable evaluation instrument to be used by school districts to evaluate persons who are teaching under annual and continuing contracts.

(i) From the effective date of this chapter, use the specific teaching area examinations of the National Teacher Examinations for certification purposes. The qualifying scores on the area examinations shall be set at the same level at which they are now set. The qualifying scores may be adjusted if new legal requirements or validity studies indicate such adjustments are necessary.

(1) In an area in which an area teaching examination of the National Teacher Examination is not available, use the teaching examinations developed in accordance with this section for certification purposes as soon as those examinations are prepared, validated and ready for use.

(2) From the effective date of this chapter until July 1, 1981, or as soon as the teaching examinations are prepared and validated, use the Common Examinations of the National Teacher Examination for certification in those areas in which area teaching examinations of the National Teacher Examinations are not available. The qualifying score on the common examinations shall be set at the same level at which it is now set. The qualifying score may be adjusted if new legal requirements or validity studies indicate such adjustments are necessary.

(3) From the effective date of this act until July 1, 1982, or as soon as the teaching examinations are prepared and validated, use the Common Examinations of the National Teacher Examination for certification in those areas in which area teaching examinations of the National Teacher Examinations are not available. The qualifying score on the common examinations shall be set at the same level at which it is now set. The qualifying score may be adjusted if new legal requirements or validity studies indicate such adjustments are necessary.

(j) Establish procedures whereby each school district shall periodically evaluate in the classroom all certified personnel whose duties include teaching in the classroom. The evaluation instrument to be used in the evaluations shall be one that at least meets the criteria established by the State Board of Education as an acceptable instrument. School districts shall give the results of a teacher's evaluation in writing to the teacher and shall counsel him concerning his strengths and weaknesses as a teacher. School

districts shall use deficiencies identified by the evaluations as a guide to the establishment of individual or group staff development programs.

(k) Establish and promulgate regulations and procedures whereby course credits that may be applied to the recertification requirements of all public school teachers are earned in courses that are relevant to the area in which the teacher is recertified.

(l) Provide appropriate office space, equipment and supplies to the Educator Improvement Task Force.

(m) Provide for the security and integrity of the tests that are administered under the certification program as currently provided by the State Department of Education.

(n) The special project created by this section shall terminate July 1, 1982, and may not be extended except by a vote of two-thirds of the members of the House present and voting and two-thirds of the members of the Senate present and voting. If any of the implementation dates set forth in this chapter are extended by the General Assembly, the termination date of the special project may be extended for the same length of time by a majority vote of the members of the House and a majority vote of the members of the Senate.

§ 59-26-40. Provisional period; annual contract; continuing contract; persons trained outside state; teachers certified under trades and industrial education certification process.

A person who receives a teaching certificate as provided in Section 3 may be employed by any school district under a nonrenewable provisional contract. All school districts shall comply with procedures and requirements promulgated by the Board of Education relating to aid, supervision, and evaluation of persons teaching under a provisional contract. All teachers working under a provisional contract shall be paid at least the beginning salary on the state minimum salary schedule.

Each school district shall use the evaluation instrument developed in accordance with Section 3 to evaluate all provisional teachers at least three times. The results of a teacher's evaluation shall be provided to the teacher in writing. Each school district shall give provisional teachers appropriate advice and assistance to help remedy any deficiencies that are detected by the three required evaluations. Such advice and assistance shall include, but not be limited to, state procedures and programs developed in accordance with Section 3 of this act.

At the end of a one-year provisional contract period, the evaluation shall be reviewed by the school district to determine if the provisional teacher has performed at the level required by the evaluation instrument. If the evaluations indicate that the provisional teacher has performed in an adequate manner, such teacher shall be eligible for an annual contract. If the evaluations indicate that the provisional teacher is deficient in teaching ability, the school district may employ such teacher for an additional year under a provisional contract or the district may terminate his employment. If employment is terminated, another school district may employ him under a new one-year provisional contract. No person may be employed as a provisional teacher for more than two years. This paragraph shall not preclude his employment under an emergency certificate in extraordinary circumstances if such employment is appoved by the State Board of Education. During the one-year provisional contract period the employment dismissal provisions of Article 3, Chapter 19, and Article 5, Chapter 25, of Title 59 of the 1976 Code shall not apply.

After successful completion of the one-year provisional period, a teacher who is fully certified may be employed by any school district under a one-year annual contract. The decision by the school district to continue a teacher's employment beyond an annual contract shall be based on written evaluations conducted at least two times annually using an evaluation instrument that at least meets the criteria established by the State Board of Education for an acceptable instrument. Evaluators shall complete a program of reliability training. School districts shall give the results of a teacher's evaluation in writing to the teacher and shall counsel him concerning his strengths and weaknesses as a teacher. School districts shall use deficiencies identified by the evaluations of teachers on annual contracts as a guide to the establishment of staff development programs.

A teacher shall be employed for a maximum of two years under annual contracts. This paragraph shall not preclude his employment under an emergency certificate in extraordinary circumstances if such employment is approved by the State Board of Education.

The teacher failing to receive the annual or continuing contract shall not be employed as a classroom teacher in any public school in this State for a minimum of two years. Prior to reentry as a provisional or annual contract teacher, he must complete six units of credit for certificate renewal and six units of credit for remediation in areas of identified deficiencies. The teacher shall reenter at the contract level which he had attained before dismissal and continue toward the next contract level. The provisions of this paragraph granting an opportunity for reentry into the profession shall be available to a teacher once, and only once.

After the successful completion of a provisional year and one annual contract, a teacher shall receive a continuing contract and shall have full procedural rights that currently exist under law relating to employment and dismissal. The provision of Article 5, Chapter 25, of Title 59 of the 1976 Code and Article 3, Chapter 19, of Title 59

shall not apply to teachers working under one-year annual contracts. Teachers working under a one-year annual contract who are not recommended for reemployment at the end of the year may have an informal hearing before the district superintendent. The superintendent shall schedule the hearing no sooner than seven nor later than thirty working days after he receives a request from such teacher for a hearing. At the hearing all of the evidence shall be reviewed by the superintendent. The teacher may provide such information, testimony, or witnesses as the teacher deems necessary. The decision by the superintendent shall be given in writing within twenty days of the hearing. The teacher may appeal the superintendent's decision to the school district board of trustees. Any such appeal shall include a brief statement (1) of the questions to be presented to the board, and (2) wherein the teacher believes the superintendent to have erred in his judgment. Failure to file such an appeal with the board within ten days of the receipt of the superintendent's decision shall cause the decision of the superintendent to become final judgment in the matter. The board of trustees shall review all the materials presented at the earlier hearing and, after examining these materials, the board may or may not grant the request for a board hearing of the matter. Written notice of the board's decision on whether or not to grant the request shall be rendered within thirty-five calendar days of the receipt of the request. If the board determines that hearing by the board is warranted, the teacher shall be given written notice of the time and place of such a hearing which shall be set not sooner than seven nor later than fifteen days from the time of the board's determination to hear the matter. The decision of the board shall be final.

If a person has completed an approved teacher training program at a college or university outside this State and has no teaching experience, he shall have the same status as a person who has completed such program at a college or university in this State. If a person has completed an approved teacher training program at a college or university outside this State, has passed the examination he is required to take for certification purposes and has one year of teaching experience, he may be employed by a school district as a provisional teacher. If a person has completed an approved teacher training program at a college or university outside this State, has passed the examination he is required to take for certification purposes, and has more than one year of teaching experience, he may be employed by a school district as one who has completed the one-year provisional period.

When any teacher has been awarded a continuing contract in one district of the State such continuing status shall be transferable to any other district in the state where such teacher is employed.

Teachers certified under the trades and industrial education certification process shall be exempt from the provisions of this act which require the completion of scholastic requirements for teaching at an approved college or university and a provisional contract period. Such teachers may be employed by a school district for a maximum of five years under annual contracts prior to being employed under a continuing contract. Before being employed under a continuing

contract these teachers shall pass the Basic Skills Examination developed in accordance with Section 3(b) (1), the state approved skill examination in their area which is currently required, the teaching examination developed in accordance with Section 3(b) (2) and successfully complete the performance evaluations as required for all teachers who are employed under provisional contracts. Certification renewal requirements for such teachers shall be those which are promulgated by the State Board of Education."

§ 59-26-50. Creation and membership of Educator Improvement Task Force; duties and powers.

(a) There is hereby created as an agency of state government the South Carolina Educator Improvement Task Force composed of eighteen members. The State Superintendent of Education with the advice and consent of the State Board of Education shall appoint six members, one of whom may be himself, one of whom shall be a public school teacher and one of whom shall be a public school administrator. The Governor shall appoint six members, one from each congressional district and not less than two of whom shall be employed at state institutions of higher education and not less than one of whom is a member of a local school board. The chairmen of the Senate Education Committee and the House Education and Public Works Committee or their designees shall serve as ex officio members of the Task Force. The Speaker of the House shall appoint two members of the House to the Task Force and the President of the Senate shall appoint two members of the Senate to the Task Force. The Governor and the chairmen of the Senate Education Committee and the House Education and Public Works Committee shall meet as soon as possible after all appointments are made and shall designate one of the eighteen members of the Task Force to serve as a temporary chairman of the Task Force. The temporary chairman shall serve in that capacity for a period not to exceed six months and a permanent chairman shall then be elected by the membership of the Task Force. Any vacancy shall be filled in the manner of the original appointment. The members shall receive such per diem, mileage and subsistence as is provided by law for members of state boards, committees and commissions to be paid from funds appropriated for the operation of the State Department of Education. Every consideration shall be given to insure appropriate racial balance in appointments.

(b) The Task Force shall organize by electing such other officers as it deems necessary. Bylaws may be adopted by a majority vote as deemed necessary.

(c) The powers and duties of the Task Force shall be as follows:

(1) Employ as director of the special project a person who has specific skills and experience to carry out the requirements of this chapter.

(2) Exercise supervision over the special project to insure that the intent of this chapter is carried out.

(3) Seek input from the public and other state agencies concerning the implementation of this chapter.

(4) Confer periodically with the State Board of Education and submit a final report to the Board concerning the implementation of this chapter. The report shall include a plan for the implementation of the responsibilities assigned to the Task Force by this chapter. The Board shall approve or disapprove the implementation plan within forty-five days. If the Board disapproves the plan, it shall submit the reasons for disapproval to the Chairman of the Task Force within fifteen days, and the Task Force shall, after consideration of the reasons for the disapproval, submit a revised implementation plan or the original plan with justification therefor to the State Board of Education within thirty days. If the Board then disapproves the original or revised plan, the Chairman of the Task Force and the Chairman of the Board shall within thirty days call a joint meeting and a majority vote of the Board and Task Force shall determine the plan to be implemented.

(5) Report to the Governor, the State Board of Education, the Chairman of the Senate Education Committee and the Chairman of the House Education and Public Works Committee by March 1, 1980, and annually thereafter, on the status of the implementation of this chapter. The annual report shall include any recommendations for legislative or executive action to facilitate achieving the intent of this chapter.

(6) Provide advice to the Board of Education and Commission on Higher Education concerning actions that may be needed to upgrade teacher training programs or otherwise facilitate progress toward achieving the intent of this chapter. Such advice shall include a determination of the minimum financial support per provisional and annual contract teacher that should be provided to local school districts by the General Assembly to compensate the districts for the additional duties imposed upon them by the provisions of this chapter.

(d) The Task Force shall terminate July 1, 1982, and may be extended only by a vote of two-thirds of the members of the House present and voting and two-thirds of the members of the Senate present and voting. If any of the implementation dates set forth in this chapter are extended by the General Assembly, the termination date of the Task Force may be extended for the same length of time by a majority vote of the members of the House and a majority vote of the members of the Senate.

§ 56–26–60. Educational Improvement Task Force; appropriation.

The General Assembly shall appropriate the necessary funds for operation of the Educator Improvement Task Force.